

# Alabama College

*The State College for Women*

## BULLETIN



### Extension Division Inter-High School Meet

State Girls' Play Day  
Home Economics Contests  
Music Contests  
Speech and Dramatic Contests

Published Quarterly by  
**ALABAMA COLLEGE**  
Montevallo, Alabama

# ORGANIZATION

of

## *Inter-High School Meet*

to be held at

Montevallo, April 11, 12, 13, 1935

### COMMITTEE ON ARRANGEMENTS

M. L. Orr, Chairman

W. J. Kennerly, Assistant

### ATHLETICS

Under Alabama High School Athletic Association

Alfreda Moss crop, Chairman

Alabama College, Montevallo, Alabama

### HOME ECONOMICS

Lois A. Ackerley, State Chairman

Alabama College, Montevallo, Alabama

### MUSIC

H. D. LeBaron, State Chairman

Alabama College, Montevallo, Alabama

### SPEECH AND DEBATE

Ellen Gould, State Chairman

Alabama College, Montevallo, Alabama

## HISTORY

In the spring of 1923 Alabama College initiated the first Girls' Basket Ball Tournament for Alabama. The plan was worked out and put into operation largely by Dr. O. C. Carmichael, Dean of the College; Miss Rebecca Funk, Head of the Physical Education Department; Miss Minnie Sellers, an outstanding Physical Education Supervisor in the State, and Mr. M. L. Orr, Director of Training Schools.

Twenty-seven high school teams from all parts of the state participated in the first State Girls' Tournament ever held in Alabama. At this tournament a Girls' Athletic Association was formed with Miss Minnie Sellers as President.

For seven years, 1923-29, Alabama College was hostess to the State Basket Ball Tournament for high school girls. For the first three years the Tournament was held under the auspices of the State Girls' Athletic Association. In 1925 the Girls' Athletic Association was merged with the Alabama High School Athletic Association and for the next four years the Tournament was held under the direction of this latter body.

In the spring of 1928 the Alabama High School Athletic Association appointed a committee of five, composed of directors of health and physical education for girls, to prepare a comprehensive program of athletics for high school girls which would stimulate interest in a wide range of activities. The outcome of this committee's work was the formulation of a state point system for junior and senior high school girls. The point system was given the whole-hearted approval of the State Department of Education and was made a part of the program of the Division of Physical and Health Education.

In the fall of 1929 the State High School Athletic Association decided to abolish the State Basket Ball Tournament for Girls and at the same time recommended the establishment of a State Play Day for the winners of school and state letters under the present point system.

In April, 1930, Alabama College invited all the girls who had won either school or state letters under the Point System to a three-day play program. The response throughout the state was far beyond the expectation of everyone. Four hundred sixteen girls from thirty-seven different schools all over the state accepted the invitation. Each year since 1930 the state-wide Play Day has been held at Alabama College.

In the fall of 1923, it was decided to extend the contest idea beyond the basket ball to other fields of high school activity. The high schools were accordingly invited to send exhibits of their work in clothing (Home Economics Department) and in Art. At the same time, students taking ex-

pression in the high schools were invited to compete in a State Declamation Contest. There were twelve high schools who sent exhibits in Home Economics and seven in Art, while sixteen schools sent two representatives each for declamation.

In 1925 a contest in music was added. This embraced piano, voice, and violin. In addition to the fourteen schools taking part in the Declamation Contests in 1925, fourteen sent Home Economics exhibits, eight were represented by Art Exhibits, and fourteen sent representatives to take part in the music contests. Twenty teams played in the tournament.

Each year, with the exception of the contests in Art, each phase of the Meet has grown in popularity with the high schools of the state. The contests have been perfected and enlarged. The attendance reached its peak in 1932, when one thousand one hundred twelve students and teachers, representing ninety-three high schools, participated in one or more sections of the Meet.

In 1934, three hundred seventy-two students, representing thirty-two high schools, participated in Play Day; two hundred students, representing twenty-nine high schools, participated in the Home Economics contests; one hundred two students, representing twenty-one schools, took part in the Speech and Dramatic contests; and thirty-three students, from seventeen schools, entered the Music contests. Approximately two hundred teachers and visitors attended.

## AIMS OF THE HIGH SCHOOL CONTESTS

The program of Alabama College, in addition to its courses leading to the A.B. degree, includes the four special fields represented by the contests in Home Economics, Speech, Music and Physical Education.

These subjects have not been given full recognition by the high schools of Alabama, and yet they are, for the young women of the State, perhaps more important than some general courses that they take. Alabama College feels, therefore, that if it is to serve the State in the fullest way it should seek to promote, not only on the campus but also in the high schools of Alabama, interest in these special fields whose importance in the development of the young women of the State is recognized by all.

Furthermore, bringing them together in a college town where they may enjoy for a few days the associations of college life opens up many avenues of opportunity to hundreds of girls who, otherwise, would not know of the advantages of college life and who would not be inclined to continue their preparation for life's work.

The interest manifested already in the various contests seems to warrant the hope that the three days of contests may become annually, as the contests are perfected, the most important event educationally in the lives of the young women of the State.

## ENTERTAINMENT

Since Alabama College believes that it is serving all of the State educationally in a most important way and along the lines laid out for the college by its founders, it has agreed to care for the board and lodging of the contestants in the various meets and of their official chaperones during the three days set apart for this event. The only expense, therefore, to the high schools of the State in sending their students is the railroad and taxi fare to and from Montevallo and a registration fee of \$1.50 a school. This is a fee charged by the College to cover incidental expenses of the meet.

### Linens

The Inter-High School Meet has grown to such proportions that it is necessary to ask those who expect to be entertained at the college to bring two sheets and a pillow case each.

Men chaperones will be entertained in private homes.

The college will not be able to entertain bus drivers and others not officially designated as chaperones or officials. Board and lodging may be secured at nominal rates in the boarding houses of the town.

## MEMBERSHIP IN CONTESTS

Any high school, whether public or private, accredited or non-accredited, can participate in all contests except that schools taking part in Play Day must hold membership in the State High School Athletic Association.

A Registration fee of \$1.50 will be charged by the College to each school entering one or more features of the Meet, this charge being made by the College to cover incidental expenses of the Meet.

All exhibits displayed, and all individuals entering any of the contests whether it be Athletics, Home Economics, Music or Speech, must be approved by the High Schools they are to represent. All contestants must be bona fide **undergraduate** students of the high school represented.

## RULES AND REGULATIONS GOVERNING CONTESTS

### Blanks to Be Sent In

A school or individual desiring to enter any of the phases of the Meet **must** file with the General Chairman of the Meet, by March 27, 1935, the Official Entry Blank, and a Special Information Blank for each phase of the Meet to be entered except Play Day. The "special" blank for Play Day is headed, "Official Registration List for State Play Day", and should be mailed to Mr. Stough at the time that the Official Entry Blank is mailed to the General Chairman of the Meet. The information on the Special Information blanks is essential. The Meet has grown so large that the college **must** have the names called for on the Official Entry Blank in order to make preparation for entertainment.

All blanks above mentioned are found at the back of this bulletin.

### Chaperones

Each school represented must have at least one lady chaperone for each 25 students. These chaperones will be assigned rooms near their students and will be expected to be responsible for the conduct of their group during their stay at Alabama College.

# PLAY DAY

(Sixth State-wide Play Day)

Thursday, April 11, 1:30 P. M.-Saturday, April 13, 8:00 A. M.

An invitation to attend State Play Day is extended to all girls who will have had approved since April 9, 1934, their application for both a school and a state award (1500 points), made by the Point System of the State High School Athletic Association, and also to all graduating Seniors who have **earned** and **had approved** 1,000 points between March 1, 1934, and March 1, 1935. Only girls who have not graduated from high schools and who are attending Junior and Senior High Schools which are members of the Alabama High School Athletic Association are eligible to attend.

All applications for awards should be sent to Mr. Sellers Stough, Secretary of the Alabama High School Athletic Association, Box 1425, Birmingham, Alabama. The applications of those who expect to participate in the State Play Day must be approved on or before March 13, 1935. Also it is required that the official registration sheet giving the names of and other information concerning the girls who are to take part in Play Day reach Mr. Stough on or before March 27, 1935. This information must be signed by the principal of each school sending representation. No registration will be accepted after that date. The registration form given in the back of this bulletin or a similar one is to be used.

Play Day will officially open with a general meeting at 1:30 p. m., in Palmer Hall. Each girl should be in Montevallo in time to secure her room assignment before this. At 3:00 p. m. all Play Day participants must come to the gymnasium for assignment to teams. There will be a camp supper Thursday evening, leaving campus at 4:00 p. m.

The following activities will be included in Friday's program: Drive Ball (using open hand); Brace's Motor Ability Test, Cage Ball, Newcomb Combination Pass Ball, Post Ball, Bowl Club Ball, Basketball skills, Soccer skills, Baseball skills, Posture (standing and walking), Mass games, Relays, Bowling in Mass, and others.

Besides the Point System Hand Book the following references are given for these activities:

Bancroft, J. R.—Games for the Playground, Home, School and Gymnasium.

LaSalle, Dorothy—Play Activities for Elementary Schools.

Spalding Guides No. 115R, 121R, 116R, published by the American Sports Publishing Co., 105 Nassau St., New York City.

Because of the many excellent articles contained therein, Point System Directors are urged to obtain copies of the following 1934-35 Spalding Guides: Basket Ball for Women, Baseball for Women, Soccer for Women and the Women's Handbook.

Challenges in individual stunts which are listed in The Point System Handbook may be given and accepted during Play Day.

On Friday evening there will be a supper for all visiting Girls' Point System Directors, at which time the Point System will be discussed.

For information concerning Play Day, address M. L. Orr, Chairman, or Miss Alfreda Mossdrop, Athletic Chairman, Montevallo; for point system information, write Miss Minnie Sellers, Jacksonville; and for questions concerning eligibility to attend, address Mr. Sellers Stough, Box 1425, Birmingham. Copies of the Point System may be obtained by writing the division of Physical and Health Education, State Department of Education, Montgomery. The 1934-35 supplements to the Point System containing all changes since the handbook was published were sent all association member schools September 1. Additional copies may be obtained from Mr. Stough.

Kindly note the following:

1. Play Day guests are requested to arrive not earlier than Thursday morning, April 11. The first meal served will be breakfast, Thursday. The last meal served will be breakfast, Saturday. In case exceptions must be made to this, please send request and reasons to the General Chairman, Alabama College, Montevallo.

2. Play Day entrants are requested not to enter other events because of lack of time.

3. Each girl is expected to bring tennis shoes and some kind of suit suitable for playing outdoors, such as bloomers and a blouse. Each is urged to wear her Point System emblem.

4. Only those girls who are eligible according to the rulings of the State High School Athletic Association can be entertained by the college.

5. Chaperones will be assigned rooms adjoining those of their group and will be responsible for the conduct of their girls at all times.

6. Chaperones are requested to check on the attire of their group. DRESSES are to be worn at all times except when contestants are participating in the events of Play Day. Gymnasium suits are never to be worn on the front campus, in the parlors of the dormitories or in Palmer Hall.



# THE STATE HOME ECONOMICS MEET

## FOR

# HIGH SCHOOL GIRLS OF ALABAMA

The State Department of Education is cooperating with Alabama College in the State Home Economics Meet for high school girls that is to be held at the time of the Inter-High School Meet at Montevallo on April 11, 12, and 13, 1935. Only regularly enrolled high school students taking home economics are eligible to enter the Meet.

The entries for the Home Economics Contest include: 1. Home Economics Year Book. 2. High School Girl's Wardrobe. 3. Personal Account Book. 4. Personal Account Book and Budget. 5. Home Project Report. 6. Child's Play Dress and Bloomers. 7. Boy's Wash Suit. 8. Garment Repair. 9. Home Care of the Sick. 10. Food Preparation. 11. Child Care and Training. 12. School Costume. 13. Afternoon Costume. 14. Meal Planning.

Desired information, not found in this bulletin, may be secured by writing to M. L. Orr, General Chairman, or Lois A. Ackerley, Director, School of Home Economics.

## PLANS FOR THE STATE HOME ECONOMICS MEET

### FOR HIGH SCHOOL GIRLS

The following plans have been worked out for the Home Economics Meet of Alabama to be held at Montevallo, April 11-13, 1935.

In the reorganization of the Home Economics Meet larger and more inclusive entries have been outlined. Greater stress will be placed on the work of the school rather than on the work of individual pupils.

Management and art principles will be emphasized in all entries submitted.

Schools are urged to submit exhibit entries even if it seems impossible to send representatives to the State Meet. Participation will stimulate interest in the daily work. The Local Meet will be of great value to the girls and the community. Financing the trip to the State Meet can be handled if planned early, and the benefit derived is well worth the expense.

## PROGRAM OF EVENTS

If a student wishes to participate in more than one entry the following schedule should be carefully checked before making final plans in order to avoid conflicts.

**Thursday, April 11**

- 8:30- 9:30 A. M. Registration of all home economics contestants in Bloch Hall; arrange for the exhibition of Entries 1, 2, 3, 4, 5, 6, 7, and 8.
- 9:30-11:00 A. M. Entry No. 14—Meal Planning. (Groups A, B, C.)
- 11:00-12:00 M. Entry No. 11. Child Care and Training. (Groups A, B, C.)
- 1:30- 2:30 P. M. General Announcements—Palmer Hall.
- 2:40- 5:00 P. M. Entry No. 10. Food Preparation (Group A).
- 2:30- 3:30 P. M. Entry No. 12. Modeling of School Costume (Group B).
- 2:30- 3:30 P. M. Entry No. 9. Home Care of the Sick (Group C).
- 3:30- 4:30 P. M. Entry No. 9. Home Care of the Sick (Group B).
- 3:30- 4:30 P. M. Entry No. 12. Modeling of School Costume (Group C).
- 5:00 P. M. Home Economics picnic honoring visiting teachers, chaperones, and contestants.

**Friday, April 12**

- 7:45-10:15 A. M. Entry No. 10. Food Preparation (Group C).
- 8:00- 9:00 A. M. Entry No. 12. Modeling of School Costume (Group A).
- 9:00-10:00 A. M. Entry No. 9. Home Care of the Sick (Group A).
- 9:00-10:00 A. M. Entry No. 13. Modeling of Afternoon Costume (Group B).
- 10:00-12:30 P. M. Entry No. 10. Food Preparation (Group B).
- 10:00-11:00 A. M. Entry No. 13. Modeling of Afternoon Costume (Group A).
- 11:00-12:00 M. Entry No. 13. Modeling of Afternoon Costume (Group C).
- 1:30- 3:30 P. M. Exhibit of Entries 1, 2, 3, 4, 5, 6, 7, 8. Exhibit of correct selection of Entry No. 11.
- 3:30- 6:00 P. M. All schools entering any exhibits should call for them at this time.
- 4:00- 5:00 P. M. Joint discussion of Meet findings and problems—judges, high school teachers, chaperones, and Alabama College home economics faculty.

## DESCRIPTION OF EXHIBIT ENTRIES

### SCHOOL ENTRIES

#### Entry No. 1—Home Economics Year Book

(Judged by Score Card on page 16.)

A portfolio showing the various means used for acquainting the school and community with the work of the home economics department. This should include a brief outline and description of activities, news items (give dates and publications), photographs, and other materials presenting the year's publicity program of the department. The material should be mounted on uniform size and type of paper about 8½"x11" and bound together. Material larger than this, such as posters or exhibits, should be reduced by drawings to scale or by photographs of them.

#### Entry No. 2—High School Girl's Wardrobe

(Judged by Score Card on page 16.)

This wardrobe will include two complete costumes suitable for a high school girl and will be exhibited as a unit. This is a school entry stressing the ability to select attractive and suitable garments and combine them in a wardrobe, emphasizing wise choosing and spending. Only one wardrobe may be entered by a school. Each wardrobe must include all the articles mentioned below, including:

- A. A school costume.
- B. A costume suitable for informal afternoon and for church.
- C. Underwear and accessories for both.

The costumes should be suitable for the community in which the pupils live. Each costume must be complete, including undergarments, shoes, and hose. The church costume should include a hat. One sleeping garment should be included. The articles need not belong to one girl nor be of the same size. An itemized list of the retail cost for all the articles in the wardrobe must be included with the entry. In judging the entry consideration will be given to the total cost of the wardrobe in relation to its attractiveness, suitability and practicability. Any inexpensive wardrobe that fulfills these requirements will be given preference over a more expensive one.

Garments may be old or new. They may be home-made or ready-made, except the following which must be made by an individual pupil as a part of the regular school work:

- A. The school dress must be made in home economics I or II in class or as home practice or home project work. The dress must have regular set-in sleeves

and be made of cotton. The total cost of the dress should not exceed \$2.00; a very attractive dress can be made for less.

- B. The informal afternoon and church dress must be made if the school has three years of home economics. It may be a class problem, or a home project or home practice problem. In schools offering only one or two years of work this dress need not be made as part of the school work, but may be purchased or borrowed for the wardrobe. It must **not** be entered in Entry 13. The dress should be of linen, cotton, or rayon. It must be suitable for any type of informal afternoon.

## INDIVIDUAL ENTRIES

**Entry No. 3—Personal Account Book.** (Open to Home Economics I)

(Judged by Score Card on page 16.)

A personal account book kept six consecutive months showing both income and expenditures. Records must be either all in ink or all in pencil.

**Entry No. 4—Personal Account Book and Budget.** (Open to Home Economics II and III)

(Judged by Score Card on page 16.)

Same as Entry No. 3, accompanied by a budget for the following year. Entries must be either all in ink or all in pencil. The budget is to be based on a summary of expenses of the past year.

**Entry No. 5—Home Project Report.** (Open to Home Economics I, II, and III)

(Judged by Score Card on page 17.)

An account of the home project work for the year. This should include a description pertinent to home conditions, name of the project, unit to which it is related, objectives, plan for entire year, work done to date, and results, accompanied by the formal plans and report. It may be illustrated by pictures, drawings, etc. Reasons for doing various things in the project should be included in the written account of the project.

**Entry No. 6—Child's Play Dress and Bloomers.** (Class work in Home Economics I or II)

(Judged by Score Card on page 17.)

**Entry No. 7—Boy's Wash Suit.** (Class work in Home Economics I or II)

(Judged by Score Card on page 17.)

Suits must be made with flat fell seams and a placket on each side of trousers.

**Entry No. 8—Garment Repair.** (Class work in Home Economics I)

(Judged by Score Card on page 17.)

- 1 pair of darned hose.
- 1 patched cotton garment.
- 1 darned woolen garment.

**DESCRIPTION OF "IN PERSON" ENTRIES**

**TEAM ENTRIES**

**Entry No. 9—Home Care of the Sick.** (Open to Home Economics I or II)

(Judged by Score Card on page 18.)

A team of two girls may enter from each school. They will be expected to do some of the things needed in caring for a patient in the home and in giving first aid treatment.

**Entry No. 10—Food Preparation.** (Open to Home Economics II or III)

(Judged by Score Card on page 18.)

This contest is open to two students from each school who have had or are taking some work in food preparation.

The purpose of the contest is to test the method and skill in food preparation used by the students, and to demonstrate a standard for the finished product. The contestants from each school work together in the preparation of a simple luncheon. The same menu, with supplies and recipes will be given to each group on entering the laboratory. They will be expected to prepare the food, set up a tray and leave the kitchen in an orderly condition within a one hour period.

Suitable costume for a foods laboratory must be worn by each contestant. Pot holders and paper towels will be furnished as well as the recipes.

**Entry No. 11—Child Growth and Development.** (Open to Home Economics III).

(Judged by an objective test.)

In this entry students will be compared by an objective test in which they are given an opportunity to apply the principles of Child Growth and Development. Charts and illustrative material will be used to supplement these tests.

**Score Card**

1. Physical care and training ..... 50
  - a. Food
  - b. Clothing
  - c. Elimination
  - d. Rest and sleep

- e. Exercise and play
- f. Bathing
- 2. Growth and Development ..... 50
  - a. Physical
  - b. Mental
  - c. Social
  - d. Emotional

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 100

**Entry No. 12—School Costume.** (Open to Home Economics I and II)

(Judged by Score Card on page 18.)

The school costume must be modeled by the girl who made the dress. It must follow the requirements for the school costume as listed under Entry No. 2, but must be a different dress.

**Entry No. 13—Afternoon Costume.** (Open to Home Economics II and III)

(Judged by Score Card on page 18.)

The afternoon dress must be modeled by the girl who made it as part of the regular class work, or as home project or home practice work. Other requirements are the same as those listed under Entry No. 2. A hat should be included.

**Entry No. 14—Meal Planning.** (Open to Home Economics I)

This contest is open to one student from each school who has had or is taking some work in food selection.

The purpose of the contest is to test the student's ability to plan menus and to select food suitable for individual and family needs through the use of objective tests.

The problems will include:

- (1) Supplying the missing meal to a day's menu.
- (2) Completing unbalanced meals by adding certain foods.
- (3) Choosing low cost meals.
- (4) Selecting for special diet needs as—a soft diet, a gaining diet, a reducing diet.
- (5) Selection of food for good nutrition of children, high school students and adults.

This contest will be scored by the grade received for the entire group of tests. One hour will be given for this contest.

The manual used in these tests is covered by reference found in the Manual of Home Economics Education for High School issued by the State Department of Education, Montgomery, Alabama.

## RULES OF THE CONTEST

There will be three groups of schools, A, B, and C. Schools will be assigned to groups on the basis of total enrollment of boys and girls in the school grades 9-12. Schools having 201 or more students will be in Group A; those having 101 to 200 will be in Group B, and those having 100 or less will be in Group C.

### Read these rules carefully:

1. Clothing classes must enter as a unit. This means that every girl has done the problem. The local judging must be held after the necessary work, as described under the entry, has been completed by each student. Only the best, as selected in the local judging, should be sent to the State Meet.

2. No one girl can participate in more than three entries.

3. Only one girl from a school may participate in an entry, except Entries Numbers 1, 2, 9, and 10, each of which requires the work of a school or a team of two girls.

4. All work submitted for the contest is limited to work done since April, 1934.

5. A school must send **only** such articles as are listed in the entries.

6. Any girl entering the State Meet must be in good standing in school and must have scored among the upper fourth in the school "try out".

7. A school, whether it sends representatives or not, may enter in Entries 1, 2, 3, 4, 5, 6, 7, 8.

8. Exhibit entries should be plainly marked with the Entry number, pupil's name, if an individual entry, and school number.

9. Directions for marking clothing exhibits: Entries 2, 6, 7, 8, 9.

(1) A school sending or bringing an exhibit must place on top in the box containing the exhibit an inventory of all articles therein, with the name of the school, the name of each girl, the number of each entry, and the total money cost (excluding labor value) of each total entry. This must **not** be pasted to the box.

(2) The entry number, the student's name, and the number of the school must be typed or printed in ink on white cotton cloth and sewed on the wrong side at the bottom of each garment in the back.

**Garments not labeled according to directions will be eliminated.**

10. Exhibits must be received not later than Tuesday

night, April 9, 1935, if mailed; and not later than Thursday morning, 8:30 o'clock sharp, April 11, if brought in person.

11. All representatives attending the Meet **must be registered in person by 9:30 A. M., Thursday, April 11.** Teachers or chaperones should register all representatives and entries from their school at this time.

## SCORE CARDS

### HOME ECONOMICS YEAR BOOK

1.	General appearance .....	20
2.	Material included .....	80
	a. Effectiveness for desired results .....	15
	b. Originality .....	15
	c. Scope and variety .....	15
	d. Quantity .....	15
	e. Organization .....	20

### HIGH SCHOOL GIRL'S WARDROBE

1.	General appearance .....	15
2.	Harmony of entire costume .....	30
	a. Design of individual articles .....	10
	b. Color combinations .....	10
	c. The ensemble .....	10
3.	Suitability of each costume to use .....	20
4.	Technique on garments made .....	15
5.	Cost of article in relation to: .....	20
	a. Attractiveness .....	6
	b. Suitability .....	6
	c. Durability .....	8

### PERSONAL ACCOUNT BOOK

1.	Neatness .....	20
	a. Words and figures written legibly	
	b. Neat erasures	
	c. Clean and free from ink blots	
2.	Completeness .....	50
	a. All items entered for entire time	
3.	Accuracy .....	30
	a. Balance and expenditures equal the income	

### PERSONAL ACCOUNT BOOK AND BUDGET

1.	Neatness .....	20
	a. Words and figures written legibly	
	b. Clean and free from ink blots	
	c. Neat erasures	
2.	Completeness .....	50
	a. Accounts—all items entered for entire time	



b.	Budgets—Good apportionment of money to be spent; based on expenditures of past year	
3.	Accuracy .....	30
a.	Accounts should be balanced	
b.	Budgets—Some itemization to show details of purchases to be made and amounts to be spent for various items; approximate cost and number of new clothing to be purchased.	

#### HOME PROJECT WORK

1.	Objectives .....	20
a.	Clear and definite, attainable, worthwhile	
2.	Plan .....	30
a.	Situation—Description of existing conditions; clear and concise plan.	
b.	Feasible—Can it be done? Complete plan including reasons, when reasons would not be evident to a stranger reading the plan.	
3.	Report .....	40
a.	Adaptability of plan to any situation that might arise.	
b.	Gains—What has been acquired in new knowledge; skill in manipulation; ability to manage? Was the object accomplished? If home improvement, how has your home been made more convenient and attractive?	
4.	General organization of the story .....	10

#### CLOTHING EXHIBITS, ENTRIES 6, 7

##### Children's Garments

1.	Suitability of design and material .....	65
a.	Self help aspects .....	20
	Design	
	Fastenings	
b.	Economic aspects .....	15
	Durability	
	Provision for growth	
	Ease of laundering and cleaning	
c.	Artistic aspects .....	30
	Beauty of design and color	
	Simplicity	
	Design in scale for child	
2.	Workmanship .....	35
	Neatness and quality of stitching	
	Thread fastened	
	Reinforcements where necessary, etc.	

#### CLOTHING EXHIBIT, ENTRY NO. 8

##### Garment Repair

1.	Inconspicuousness of repair .....	60
a.	Choice of thread or material .....	20

b.	Size and position of stitches .....	20	
c.	General neatness of work .....	20	
2.	Durability of result .....		30
3.	General appearance of exhibit .....		10
a.	Cleanliness		
b.	Pressing		

#### HOME CARE OF THE SICK

1.	Ability to meet an emergency .....		25
a.	Organization of work .....	15	
b.	Ease in handling .....	10	
2.	Selection .....		25
a.	Treatment .....	15	
b.	Materials and equipment .....	10	
3.	Techniques .....		25
a.	Accuracy .....	10	
b.	Utilization of time .....	5	
c.	Ability to carry out directions .....	5	
d.	Quality of result .....	5	
4.	Personal qualifications .....		25
a.	Attitude toward patient .....	5	
b.	Ability to control the situation .....	10	
c.	General appearances .....	10	
	(Neatness, cleanliness, appropriate dress)		

#### FOOD PREPARATION

1.	Personal appearance of contestant .....		10
	Costume—Suitability, cleanliness and neatness		
2.	Preparation of food .....		80
	Organization of time and work .....	10	
	Economy and use of equipment .....	10	
	Management of fuel .....	10	
	Skill in preparation .....	10	
	Method of preparation .....	10	
	Standard products .....	20	
	Appearance of tray .....	10	
3.	Laboratory neatness .....		10
	Equipment clean and in order		
	Towels clean and neatly hung		

#### SCHOOL AND AFTERNOON COSTUMES

1.	General appearance .....		15
a.	Costume—neatness of finish, pressing and cleanliness .....	5	
b.	Wearer—personal hygiene, condition of hair, nails, etc. ....	5	
c.	Personality, poise, graciousness .....	5	
2.	Style .....		25
a.	Posture of wearer .....	9	
b.	Design of costume .....	8	
c.	Fit of garment .....	8	

3.	Material .....	20
a.	Color, becomingness to wearer, suitability to purpose .....	7
b.	Design of material and trimming .....	6
c.	Wearing qualities, fastness of color, texture .....	7
4.	Workmanship .....	10
5.	Appropriateness .....	10
6.	Accessories .....	10
7.	Cost .....	10

### RECOGNITION

1. A recognition ribbon will be presented to the school in each group receiving the highest total number of points. The minimum number of entries for this recognition is seven, including entries Nos. 1, 2, 3 or 4 or 5, 9 or 11, and 12. The points will be based on the following ranking or score for each entry:

To receive recognition for first place the entry must score above 94; for second place, above 87; and for third place, above 80. (Any contestants tying for a place will each receive the full number of points.)

2. An achievement certificate will be given to each school showing its total number of points. Those schools which rank second and third place in number of points will receive honorable mention.

### POINTS SCORED BY EACH ENTRY

#### SCHOOL PROJECTS:

	First	Second	Third
H. Ec. Year Book .....	20	12	6
High Sch. Girl's Wardrobe .....	20	12	6

#### THE FAMILY:

Child Care and Training .....	15	9	4
Home Care of the Sick .....	15	9	4

#### HOME MANAGEMENT:

Personal Account Book .....	15	9	4
Pers. Acct. Book and Budget .....	15	9	4
Home Project Report .....	20	12	6

FOOD: .....	45	27	13
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#### CLOTHING:

Child's Play Dress and Bloomers .....	5	3	1
Boy's Wash Suit .....	5	3	1
Garment Repair .....	5	3	1
School Costume .....	10	6	3
Afternoon Costume .....	10	6	3

### THE TRIP TO THE STATE CONTEST

To the Winners in Local Contests:

It is an honor to have been chosen in the local contest to represent the best home economics work done in your

school. You should not forget that you have an obligation to yourself, to those whom you represent, to your teachers, and to all home economics people to maintain high standards in appearance and in conduct, because these things are a part of your home economics training. People who do not know you have only two ways of judging you—by the way you dress and by the way you act.

In previous years many favorable comments were made on the good appearance and decorum of the girls coming to the Meet. Throughout the entire time do all in your power to prove, even to the casual observer, that home economics meets a real need in the life of the school girl—that it not only helps a girl to do things with her hands and learn facts, but, that it also helps her to acquire a sense of values and to grow into an attractive, well-mannered, and well-poised young woman.

## GENERAL INFORMATION

### CHILD GROWTH AND DEVELOPMENT

The study of child growth and development should be a part of all home economics programs. The scope and trends of the study are influenced by the preparation of the teacher. This field of teaching is in a state of flux because research is continually bringing facts to light which replace empirical thinking. A high school teacher of home economics can keep modern in her teaching of child growth and development by studying such contemporary publications as, **Child Study, The Parents Magazine, Journal of Home Economics.** Some references suitable for study and discussion of child development at the high school level follow. The material in these references covers the principles of child care which the student will be expected to know.

Author	Publication	Publisher
Goodspeed & Johnson	Care and Training of Children	J. B. Lippincott
Faegre & Anderson	Child Care & Training	University of Minn. Press
Trilley & Nicholas	The Girl and Her Home	Houghton Mifflin Co.
Justin & Rust	Problems in Home Living	J. B. Lippincott
Thom	Everyday Problems of Everyday Child	D. Appleton & Co.
Publication No. 30	The Child from One to Six	Children's Bureau
Publication No. 8	Infant Care	Children's Bureau
Manual of Home Economics	Education for High School	Ala. Dept. of Education

## HOME ECONOMICS YEAR BOOK

The purposes of the year book are: First, to help develop the interest and responsibility of home economics departments of the Alabama high schools for acquainting the community with objectives and the projects developed in the home economics department; second, to help develop a state-wide informational program for the benefit of citizens of Alabama regarding the program and activities of home economics in our state; third, to promote the continued growth of intelligent support of home economics throughout the state; fourth, to stimulate the home economics students and teachers to do increasingly better work as they gain the interest and support of their homes, schools, and communities.

### PERSONAL ACCOUNTS AND BUDGETING

The record of personal accounts is to show how money has been handled by the individual. This includes a record of both the girl's income and expenditures over a period of at least six months.

There should be a column for Income, in which allowances and money earned is set down.

Other columns should be headed, Clothing, Personal, Church and Gifts, Education, and Amusements. All expenditures for accessories to the wardrobe and all cleaning of clothing should come in the Clothing column. Materials for making personal garments in home economics are clothing expenditures. In the Personal column, cosmetics, tooth brushes and paste, shampoos and waves, stamps and stationery, etc., should be recorded. The Education column includes all school supplies and expenses. Amusement expenditures include all recreation, and extra food bought.

A budget is an estimate of the future use of money. It should be based on the set of accounts kept for the previous year.

### HOME PROJECTS

The home project must meet a real need of the girl or her home. Excellent projects can be carried out by spending little if any money. The present financial depression gives an unusual opportunity for home economics classes through home projects to make practical application of their work by helping to have happy, successful homes even though many incomes have been lowered.

The girl, after consulting her mother and teacher, selects the job or jobs to be done. She should have a definite goal before starting work. The project should be related to the class work so that it will require the application of what has been learned in class. In addition to using what

has been learned in class the project should be planned so that there will be new learning. The project should be carried out under normal home conditions.

Plans for beginning the project are to be carefully worked out, listing separately the new things to learn and the things which are practice work only. The plan may be added to, as new points develop. A description of the home situation affecting the project should be included in the plan. As the project is carried out plans can be changed, if desirable, and reasons stated for the changes.

Help will be needed in solving the new problems. This may be obtained by reading or from people. A list should be kept of the references read and help received from people.

A record should be kept, as the work progresses, of each job done and the result of the job.

Each girl should make a final report of her work. This summary report should be her evaluation of her work—what she has learned, what she has accomplished in improving herself or her home or in ability to manage. Each girl should check up to see whether or not her goal has been accomplished. Pictures, drawings, comments of people, or other illustrations help to give a clear picture of the project.

#### **FOOD PREPARATION AND MEAL PLANNING**

Certain standards must be kept in mind in planning meals:

1. Meals should be nourishing. If each day you include the following foods or types of foods in the diet, you may feel satisfied that you are providing nourishing meals.

- a. One quart of milk for each child. A pint for each adult; this may be used as a beverage, and in soups, sauces, desserts and other preferred dishes. Buttermilk, powdered, evaporated, canned or sweetened condensed milk may be substituted for fresh milk.
- b. Two servings of fruit. A raw or citrus fruit or fresh or canned tomatoes should be used at least three times a week. Cooked and dried fruits may be used all other times.
- c. Two servings of vegetables, besides potato, one of which should be raw or leafy.
- d. An egg.
- e. One serving of meat, fish, or a substitute such as an egg or cheese dish.
- f. Two servings of grain products such as whole wheat bread, cornbread, or whole grain cereals such as oatmeal or shredded wheat.

These foods supply the necessary protein, minerals, bulk, and vitamins. Additional calories to meet the daily need

may be obtained by adding bread, butter, desserts, dried peas and beans, grits, or any other desired foods.

A serving of fruit or vegetable is considered equivalent to  $\frac{1}{2}$  cupful.

2. Meal preparation must be simple from the standpoint of economy of time, labor, and equipment.

3. Meals must be easy to serve.

Emphasis will be placed on proper costume and laboratory standards.

### HOME CARE OF THE SICK

In selecting the sick room preference should be given to a room which is quiet, near the bathroom and well removed from cooking odors. Good ventilation is essential. All furnishings should be easy to clean. Necessary furniture includes the bed, a small table to stand by the head of the bed, a dresser, two chairs, and a wall thermometer. Flowers add color, variety and interest.

The sick room should be kept thoroughly clean at all times without stirring up dust. Oil mops, dustless dust cloths, damp cloths, and covers for brooms help to accomplish this. The sick room should be orderly as well as clean. Food and medicine should be kept in proper places. All used dishes, soiled linens, etc., should be removed at once. Every necessary article, should be kept in its place and unnecessary ones removed.

The attendant should wear a neat, clean, washable dress. She should be able to use simple devices which make the patient more comfortable; to change bed linen with the patient in bed; bathe patient; take temperature, pulse and respiration; plan menus and feed patient; make poultices, give medicine, and other procedure needed in carrying out the doctor's directions.

The attendant should be able to meet minor emergencies in the home such as treating burns, cuts, sprains, bruises. This will involve a knowledge of simple bandaging.

### CLOTHING SELECTION AND CONSTRUCTION

The desire for style is an important factor in modern dress and is one of the reasons why people often prefer to buy their clothing. Bought clothing may also be desirable because of lack of time or the low cost of some types of mass production. Every home economics student should consider these points when starting to construct a garment and should strive to make any garment that she constructs superior to one she could buy at a similar cost. To do this attention must be paid to the following factors of dress:

1. **Design.** The dress design must be suitable for its use and the material, not plain enough to be monotonous nor so

elaborate as to cause confusion. It should be becoming to the wearer, emphasizing her best points.

2. **Fit.** In order to have style a dress must fit well. The seams must be correctly placed. The amount of fullness allowed must be comfortable and agree with the fashion silhouette. Particular attention should be given to the fitting of sleeves. If a cap is too short (a common fault of commercial patterns) it can be corrected by cutting the sleeves of the dress out under the arm, thus deepening the cap, or by altering the depth of the cap on the pattern before cutting out the dress.

3. **Workmanship.** No garment has real style when the workmanship is poor or unsuitable. Avoid the use of too coarse thread for machine stitching. A mixture of decorative hand and machine sewing showing on one garment is usually undesirable. Seams and stitching should be kept as inconspicuous as possible unless used for decoration. A hem put in with a slip stitch is better than one hemmed with close slant hemming or by machine. The size and kind of seams used should be determined by the weight and weave of the material. Overcasting or double stitching is a suitable armseye finish for most wash dresses. Buttons are more suitable than snap-fasteners for garments that need frequent washings. Fasteners should be sewed on securely with a single thread. No loose threads and no knots should show. Biases should be evenly cut and well joined. Care should be taken not to soil and muss garments in working on them. Pressing of seams, edges, etc., is a great aid during construction.

4. **Selection of Materials.** Material should be selected to suit the design and purpose of the garment and to be becoming to the wearer. For garments that receive hard usage and frequent laundering durable cotton or linen materials of fast color and low degree of shrinkage are best. Suitable materials for the school dress and the kitchen costume include Indian head, prints, gingham, and percale. For afternoon dresses where daintiness is a characteristic sheerer materials may be chosen, such as voile, organdy, lawn, dimity, and dotted swiss.

The design of the material should cover the surface quietly and evenly, without giving a spotted effect when seen from a short distance. Large figured material should be avoided by the very large or the very small person. Plaids, vivid colors and glossy finishes, tend to make a person look larger and conspicuous.

Trimnings should harmonize with the type of costume and the material used. For school dresses, piping, binding, smocking, cross stitching, trimming in contrasting material, etc., may be used attractively. For more sheer material draped effects, shirrings or, in a few cases, lace may be



used. Avoid spotted effects in trimming or too much decoration. Avoid buying cheap-looking, tawdry, or imitation materials. It is better taste and economy in the end to buy good things.

5. **Accessories.** Accessories may play a double part in a costume, being both useful and decorative. They include hats, shoes, hose, gloves, flowers, belts, ties, handkerchiefs, purses, jewelry, handbags, and umbrellas. It has been said that all art begins in need—hence we may avoid some pitfalls by first determining whether or not an article is necessary, that is, whether the costume would appear incomplete without it or be spoiled by such additions. Therefore, accessories should be well chosen and carefully used.

6. **Shoes and hose.** Shoes and hose should be serviceable and good in design. Novelty designs and strong color contrasts between them and the dress attract undue attention to the feet.

Shoes should fit the foot correctly, being long enough, snug around the heel, and fitted under the arch with the first joint of the big toe directly over the out curve of the sole.

The type of shoe should harmonize with the type of costume and be suitable to the amount of standing or walking to be done. Shoes used for school, house work or walking should have a flexible shank, a straight inner line and low broad heels. Oxfords give better support than pumps or strap shoes. For occasional use dress shoes may be worn.

Shoes should always be well cared for—polished, and with no run-down heels or turned up toes.

7. **Undergarments.** Undergarments are the foundation for the dress and should never be conspicuous, either by their absence or presence. Therefore, bright colors, colored ribbons, edgings, and elaborately trimmed undergarments should be avoided. The design for the top of the undergarment should conform to the shape of the neckline of the dress, especially if the dress is of sheer material.

8. **Cost.** Style depends upon a wise selection and combination of attractive and suitable articles of dress and not necessarily upon quantity nor actual cost. The cost should always be considered in relation to the girl's fair share of the family income. By wise planning and spending attractive clothes may be had for a very small expenditure.

9. **Physical appearance and grooming.** To look well-dressed a person must be immaculately groomed. Good posture and good health with about average weight, helps one to have a distinctive appearance. Clothing should permit freedom of movement. If it is too tight it binds and looks uncomfortable and makes the person appear too large for the garment.

## MUSIC SECTION

## PROGRAM

**Thursday, April 4**

- 1:30 P. M. **Palmer Hall.** General Meeting.
- 2:15 P. M. **Concert Hall.** Drawing of numbers for order of performance.
- 2:45 P. M. **Concert Hall.** Judging of preliminary performances.
- 2:45 P. M. **Room 1**  
Theory Tests
- 2:45 P. M. **Rooms 3-4**  
Seashore Tests
- 7:30 P. M. **Concert Hall**  
Recital Music Faculty, Alabama College

**Friday, April 5**

- 9:00 A. M. **Concert Hall**  
Continuation of preliminary trials.
- 9:00 A. M. **Room 1**  
Continuation of theory tests.
- 9:00 A. M. **Room 3-4**  
Continuation of Seashore tests.
- 2:30 P. M. **Concert Hall**  
Ensemble performances.
- 3:00 P. M. **Concert Hall**  
Semi-finals solo performance.
- 3:30 P. M. **Concert Hall**  
Discussion of the contest sonata by Mr. Ziolkowski.
- 4:00 P. M. **Room 1**  
The "new education" and piano instruction by Mrs. Chamberlin.
- 4:30 P. M. **Room 1**  
Readjustment in music to changing times by Mr. LeBaron.
- 7:30 P. M. **Palmer Hall**  
Finals in all sections of the meet.

**Aims of the Music Section:** The primary aim of the Meet is to offer to those teachers who care to cooperate, the stimulus afforded students in hearing other talented students perform and so getting a truer perspective in judg-

ing their own accomplishments. The thought of a contest for the sake of winning, while undoubtedly always present, is minimized by those organizing the Meet. The idea of educational gain to the student is the only justifiable reason for holding the Meet. Hence the stress on the theoretical subjects and upon the organization of performance under definite headings, objectively considered. These matters are covered more fully in later paragraphs.

Another aim of the contest is the discovery of superior musical talent. To this end, evidence of the appreciation of the musical elements, together with their proper coordination, will be valued above mere technical agility.

It is the further aim of those organizing the contest to aid in developing that form of music in which the majority of present high school students may participate with the greatest pleasure and profit. Group participation in music, besides being good training in team-work for the future citizen, affords the mature individual musical and social pleasure which his limited time for practice makes impossible in the field of solo performance. While solo study is essential to ensemble participation, the ideals of group work must be developed from the beginning if they are to function in the adult.

**Eligibility:** Any regularly enrolled **undergraduate** student in a high school, junior or senior, in the State of Alabama, who is in good standing and under twenty-one years of age, is eligible to register for the contest. Students of the instructors in the School of Music of Alabama College are excluded. Membership is not required in any organization other than the high school. **Each student must have a statement from the principal of her high school, stating the units of credit already earned and the total to be completed at the end of the current year.**

**Entry:** Application should be made to the general chairman of the Inter-High School Meet, M. L. Orr.

**Prizes and Honors:** Alabama College offers one \$50 scholarship for each of the four solo contests—organ, piano, violin, and voice and for orchestral instruments. While preference will be given to students in the Senior III class in high school who will have completed fifteen units by the end of the current year, it is still possible that the judges may make an award to a member of a lower class if the Senior III standards are not sufficiently high. This scholarship is applicable to the student's tuition in the regular sessions of the School of Music of Alabama College. The scholarship may not be awarded in a given contest if there are less than three contestants, and it will not be awarded unless the proficiency of performance in a contest meets

with the approval of the judges and the music chairman of the contest.

**Orchestral Instruments.** The music contests offer awards to performers on some of the rarer orchestral instruments. While competition is not always possible, demonstrations at the time of the Inter-High School Meet should be arranged in advance. Correspond directly with the Music Chairman.

**Elementary Theory.** As an aid to teachers in developing a more scholarly approach to the study of music, an examination in elementary theory will be required. This will be based upon the first fifty-three pages of Gibbon's Catechism of Music. See omissions to be made in text under Advanced Theory. As far as practical this examination will be given in connection with the music of the required solo composition. It is the hope that teachers will connect theory and performance and not permit the text to be merely a test in memory.

**Advanced Theory.** The record of every Senior III must include this examination. It will be based upon Gibbon's Catechism of Music (pages 1 to 76 inclusive). To make the theory more practical the following questions may be omitted: Numbers 52, 53, 54, 55, 203, 204, 205, 222, 233, 234, 236, 261, 262, 270, 271, 332, 375 to 381 inclusive, 431, 434, 435, 436, 437, 438, 439, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, and Chapter XXIII—at the piano. Corrections of the Text: p. 64, ques. 416—Eb and p. 68, ques. 449—G B D.

**Sight Reading.** The record of every Senior III must include one or both sections of this examination.

Instrumental (Piano).

- A. Hymns of the degree of difficulty of Nicaea—"Holy, Holy, Holy".
- B. Compositions of the degree of difficulty of Consolation in E Major from Mendelssohn's "Songs Without Words".

Vocal.

- A. Songs of the degree of difficulty of "Old Kentucky Home."
- B. Songs of the degree of difficulty of "Silent Night".

**Seashore Tests.** Two of the Seashore tests in musical talent will be given. No preparation is possible for these tests.

**Appreciation (Elective).** This examination will be

based upon the first book of "The Complete Book of the Great Musicians",\* by Scholes and Earhart.

**Appreciation (Elective).** This examination will be based upon the second book of "The Complete Book of the Great Musicians",\* by Scholes and Earhart.

**Appreciation (Elective).** This examination will be based upon the third book of "The Complete Book of the Great Musicians",\* by Scholes and Earhart.

**Performance.** The solo performance trials will use an "assigned Composition" (see later paragraph) and a "choice Composition". The latter must be selected from the list appended. In the preliminary and semi-finals the performers are concealed from the judges. It is not necessary to play from memory although it is advised. Evidence of musicianship, the coordination of musical elements, will be valued above mere technical display.

**Group Performances, both Vocal and Instrumental:** Trios, quartets, and larger ensembles may be used. Schools will be separated into three groups, each group to compete within its own membership: "Group A," to consist of schools enrolling one thousand or more students; "Group B," enrolling between three hundred and one thousand students; "Group C," less than three hundred students. Recognition of group work will be made according to the "Kansas system". Each group will be rated upon a definite scale and so will be able to compete with its own record from year to year.

**Judging of the Contest:** Participants in solo and group performances will be concealed from the judges in the preliminary examination. Evidence of musicianship, not mere technical display, will be valued. As an aid to both teacher and pupil, the following analysis of the basic musical elements is offered:

**Points to be valued in performance, and their definition:**

**Rhythm**—Adequate basic pulsation suited to the character of the composition and to the means of performance: accelerandos, ritards, and rubatos consistent in variation.

**Phrasing**—Figures, phrases, and larger elements of structure made sufficiently vivid to support consistently the character of the composition.

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\*("The Complete Book of the Great Musicians," by Scholes and Earhart may be ordered from Carl Fischer, Inc., Cooper Square, New York. The price is \$3.50. It is also available in three parts, as follows:

"The Book of the Great Musicians," being the first part of the above book—School Edition, Net \$1.25.

"The Second Book of the Great Musicians," Sch. Ed., Net \$1.25.

"The Third Book of the Great Musicians," Sch. Ed., Net \$1.25.)

**Dynamics**—Climaxes of phrase, section, and whole composition with contrasts and graduations suited to the character of the composition.

**Quality of Tone**—Tone suited to character of composition, varied, and produced fluently even under technical and emotional stress.

**Artistic Unity**—Coordination of all elements inspired by conception of the composition as a unity of emotional purpose.

**Diction (Vocal)**—Unrestricted projection of song in moderately sized auditorium so that context is fully grasped by auditor even in passages of technical and emotional intricacy.

**Intonation** (Vocal, Strings, and Wind)—No deviations of a disturbing nature.

**Adjudication:** The selection of a winner based upon the addition of the judges' arbitrary figures often results in injustice in close contests and often defeats the aim of the contest. The claimant for the scholarship will be decided in the following manner:

The judges will select for the finals two or more contestants who, through examination and performance in the preliminary hearing, demonstrate the possession of superior musical talent. In the finals the judges will rank the contestants, and although the point system will influence their decision, it will not wholly govern it. This ranking will indicate the order of claim upon the scholarship. Not later than August 1 the individual ranked No. 1 must give written notice to the President of the College of intention to use the scholarship the following September. Should No. 1 elect not to use the scholarship, it will be offered to the next in rank through the list until one is found who desires to make use of it.

**The Point System:** This system is intended to encourage group participation as well as solo performance and to stimulate interest in the various tests and examinations. It is to be observed that participation alone will enable a student to gain a certain number of points regardless of the fact that she may not gain additional points in ranking.

1. Participation in the contest by Junior High School students ..... 2 points
2. Participation in the contest by Senior I student ..... 2 points
3. Participation in the contest by Senior II student ..... 3 points
4. Participation in the contest by Senior III student ..... 4 points

5. Participation in vocal or instrumental ensemble, duet or trio ..... 1 point
6. Participation in double piano, or piano and two other instruments ..... 5 points
7. Participation in any of the examinations, I to VII inclusive, each ..... 2 points
8. Ranking in the highest 10 per cent in the semi-final performance (Solo or ensemble) ..... 5 points
9. Ranking in the next 10 per cent in the semi-final performance (Solo or ensemble) ..... 3 points
10. Ranking first in the finals (Solo) ..... 10 points
11. Ranking second in the finals (Solo) ..... 7 points
12. Ranking in the first 10 per cent in any of the examinations, I to VII inclusive ..... 5 points
13. Registration as Music Major in School of Music ..... 5 points

As a further aid to the student and teacher in forming a picture of their work one judge will use the Kansas system of recording exclusively.

Honor Rating	I	Highly Superior
Honor Rating	II	Superior
Honor Rating	III	Excellent
Rating	IV	Good
Rating	V	Average
Rating	VI	Below average
Rating	VII	Inferior

These ratings together with the students' other achievement records will be sent to each teacher after the contest.

#### REQUIRED AND CHOICE COMPOSITIONS FOR THE CONTEST OF 1935

##### Organ

Those interested in the study of organ upon entering college but who have not had opportunity for organ study during the High School course may compete for an organ scholarship in a contest by using the same outline as the piano contest and by using the piano rather than the organ for performance.

Those who have already studied organ may present the following compositions:

##### REQUIRED COMPOSITION

Prelude and Fugue

No. 2 ..... Bach ..... \$ .90

## CHOICE COMPOSITION (Prepare one)

Andantino .....	Franck .....	.40
Vision .....	Rheinberger .....	.40
Hosanna .....	Wachs .....	.48

## Piano

## REQUIRED COMPOSITION FOR JUNIOR CONTEST

Sonatina in D Major .....	Seiss .....	.40
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## CHOICE COMPOSITION FOR JUNIOR CONTEST (Prepare one)

The Lark .....	Tschaikowsky .....	.20
Watchman's Night		
Song .....	Grieg .....	.20
Knight Rupert .....	Schumann .....	.16
To the Rising Sun .....	Torjuseen .....	.28
Album Leaf .....	Kirchner .....	.20

## REQUIRED COMPOSITION FOR SENIOR CONTEST

Sonata in F. Major,		
First Movement .....	Mozart .....	.49
No. 1 (Epstein) Schirmer Catalog		

## CHOICE COMPOSITION FOR SENIOR CONTEST (Prepare one)

Tailor and the Bear .....	MacDowell .....	.68
Scherzo in B <sup>b</sup> .....	Schubert .....	.20
Gavotte in G Major .....	La Forge .....	.40
Butterfly Op. 43		
No. 1 .....	Grieg .....	.24
Serenade Op. 32		
No. 9 .....	Jansen .....	.29
Gavotte Moderne		
Op 25 .....	Tours .....	.32

## Violin

## REQUIRED COMPOSITION FOR JUNIOR CONTEST

Sonatina No. 1, First		
Movement .....	Schubert .....	.90

## CHOICE COMPOSITION FOR JUNIOR CONTEST (Prepare one)

Romance sans Paroles .....	Stoessel .....	.40
Ariette .....	Stoessel .....	.40

## REQUIRED COMPOSITION FOR SENIOR CONTEST

Sonata in A Major—		
3 & 4 Movements .....	Handel .....	.45

## CHOICE COMPOSITION FOR SENIOR CONTEST (Prepare one)

Madrigale .....	Simmonetti .....	.28
Rondino .....	Kreisler .....	.80
Minuet .....	Haydn-Friedberg .....	.60



**Voice****REQUIRED COMPOSITION FOR SOPRANO**

Lotus Flower, Key of F .....	Schumann .....	.20
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**CHOICE COMPOSITION FOR SOPRANO (Prepare one)**

April, Key of E <sup>b</sup> (E to G <sup>b</sup> ) .....	Rasbach .....	.40
When the Children Sleey, Key of G (E to G) .....	Montague-Phillips ..	.40

**REQUIRED COMPOSITION FOR CONTRALTO**

Cradle Song, Key of F .....	Schubert .....	.20
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**CHOICE COMPOSITION FOR CONTRALTO (Prepare one)**

Wayfarer's Night Song, Key of D (d to E) .....	Martin .....	.50
The Moon Behind the Cottonwood, Key of G (B to D) .....	Cadman .....	.40

**Suggestions for Ensembles****DOUBLE PIANO**

Kinder Suite .....	Arensky
Duo .....	Sauvrezis

**TRIOS, VIOLIN, CELLO, PIANO**

Twenty Trios .....	Rissland
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The above compositions and books may be purchased at the indicated prices from Lyon and Healy, Chicago, Illinois.

## THE SPEECH AND PLAY PRODUCTION SECTION

The Speech contests will be divided into the following classifications:

- I. Interpretation
  - A. Poetry
  - B. Prose
  - C. Story Telling
- II. Speeches
  - A. Extempore
  - B. Oration (original)
  - C. Debate
- III. Plays

### Regulations

**Limitations:** Each school is allowed one contestant in Poetry; one in Prose; one in Story Telling; one in Extempore; one in Orations; two teams (one negative and one affirmative) of two students to each team in Debate; one play cast, the number in the cast not being limited.

**Eligibility:** Only bona fide girl students of undergraduate standing and of Senior High School rank, pursuing a course toward graduation may enter the contests.

**Selections:** All numbers must have merit in literary value, and all except the stories used in the Story Telling Contest must be memorized. Plays must be one act.

**Specific Instruction Regarding Selections:** A change has been made in the Poetry program this year. In order to enter the Poetry group you must write for the Syllabus of poems. containing definite instructions. No poem will be acceptable except those listed in this syllabus. A list of stories will also be sent from which you must select your story for the Story Telling Contest.

Plays of slap-stick variety are not acceptable. Plays with men's parts for the leads are not advisable; nor are difficult stage settings and properties encouraged. The simulating of an idea often makes a more artistic piece of work and gives the judges a better idea of a player's ability. New and non-royalty plays are preferable. Publishers' names will be supplied upon request to the chairman of this division.

Four weeks prior to the date set for the opening of the tournament copies of contestant's prose numbers and of plays you plan to present must be in the hands of the chair-

man. Send these directly to the Chairman of Speech Contests, Alabama College, Montevallo, Alabama. This will allow the committee to advise the entrant if the selections made are not acceptable.

**Time:** Prose must not be over eight minutes; Plays not over thirty minutes, including set-up; Extempore not over three minutes; Debate, twenty minutes to a side; Orations not over eight minutes; Story Telling not over eight minutes. The right is reserved by the judges to call time when it is felt that a decision can be rendered on the work done.

**Registration:** Each school expecting to enter any phase of the Speech or Play Production contests must fill out carefully the Speech Information Blank for Speech contests found in the back of this bulletin and mail it before the date specified.

Two schools may not enter the same play. The right to play goes to the school which registers the selection first.

**Preliminaries:** Where the number of contestants demands, preliminaries will be held.

**Basis of Judgment:** Readings will be judged on articulation, pronunciation, voice, platform ease, poise, delivery and interpretation.

Plays will be judged on the basis of directing and acting, including pantomime and speech; stage craft, including scenery, properties, lighting, and adjustment to setting available; and choice of play. Choice of play will count thirty per cent; acting fifty per cent; and staging twenty per cent.

Speeches will be judged as readings; also the content, organization and construction will be judged.

Debate will be judged as is customary.

**Awards:** No award will be made if the work falls below an acceptable standard.

**Prizes:** A fifty dollar scholarship in Speech at Alabama College will be given the winners of the Poetry and Prose contests. Other awards will be announced later.

**Subjects for Speech Contests:** Extemporaneous, any phase of the subject related to The New Deal; Debate, "Resolved: That the United States Should Adopt a Plan for Federal Aid to Education". Orations may be on any subject of current interest.

Information on any of the above subjects may be secured by writing the Chairman of Speech Contests.

**Play Production:** All plays will be required to be set

before either a gray, black or gold drape for background. In the early registration your choice must be specified so that arrangements can be made for shifting. The gray background will allow a larger setting, 15 feet deep; the gold or black allows a setting only 7 feet deep. If a light plot is desired, this too must be specified in advance.

Demands for type settings in the way of furniture cannot be met.

Diagram of stage setting as well as furniture list must be in early. A school will be held responsible for its own small properties. Local counsellors will assist and advise, but accuracy cannot be promised.

**Round Table:** A meeting will be held where Judges, Directors, and Speech Department Faculty may discuss problems, weaknesses, possibilities, and exchange helps. Anyone interested is invited.

**SPECIAL INFORMATION BLANK****Music Contests**

(Must be mailed to General Chairman by March 27, 1935.)

Name of School..... Location.....

Please list below the names of students desiring to enter the various music contests together with additional information called for.

Student's Name	Total H. S. Units Earned by End of Last Year	Probable No. of Units by End of This Year
<b>Piano</b>		
<b>Organ</b>		
<b>Voice</b>		
<b>Violin</b>		

**Orchestral Instruments**  
(Specify)

**Group Performances**  
(Specify)

The above students are all bona fide undergraduates of  
this high school.

Principal.....

Music Teacher.....

**SPECIAL INFORMATION BLANK****Speech Contests**

(Must be mailed to General Chairman by March 27, 1935.)

Name of School \_\_\_\_\_ Location \_\_\_\_\_

Please list below the names of students desiring to enter the various Speech contests together with additional information called for.

**Poetry**

Name of student \_\_\_\_\_

High school class of student \_\_\_\_\_

Name of selection \_\_\_\_\_

(Copy of selection should be enclosed)

**Prose**

Name of student \_\_\_\_\_

High school class of student \_\_\_\_\_

Name of selection \_\_\_\_\_

(Copy of selection should have been sent by March 13)

**Story Telling**

Name of student \_\_\_\_\_

High school class of student \_\_\_\_\_

**Extempore Speech**

Name of student \_\_\_\_\_

High school class of student \_\_\_\_\_

**Oration**

Name of student \_\_\_\_\_

High school class of student \_\_\_\_\_

**Debate**

Names of students \_\_\_\_\_

(Place high school class of student after each name.)

**Play**

Name of play .....

Author of Play .....

Names of students .....

(Place high school class of student after each name.  
Copy of play should have been sent by March 13.)

PROPERTIES DESIRED FOR PLAY, DIAGRAM OF  
STAGE DESIRED, AND OTHER SUGGESTIONS.

The above students are all bona fide undergraduates  
of this high school.

Name of Principal .....

Name of Speech Teacher .....



THIS BLANK MUST REACH MR. STOUGH ON OR BEFORE  
MARCH 27, 1935

## Alabama High School Athletic Association

### OFFICIAL REGISTRATION LIST FOR STATE PLAY DAY

..... Alabama

..... 193.....

Sellers Stough, Secretary,  
Box 1425,  
Birmingham, Alabama.

I have assured myself that according to records on file in my office all girls whose names appear below are eligible by the rules of the Alabama High School Athletic Association to represent the ..... High School in the Annual State Play Day to be held at Alabama College, Montevallo, Alabama, on April 11-13, 1935.

#### SENIOR HIGH SCHOOL

Last Name      First Name

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

#### JUNIOR HIGH SCHOOL

Last Name      First Name

13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....
20. ....
21. ....
22. ....
23. ....
24. ....

Respectfully,

Chaperone .....

..... Principal



**SPECIAL INFORMATION BLANK****Home Economics Contests**

(Must be mailed to General Chairman by March 27, 1935. Upon receipt of this sheet each school will be given its school number and grouping.)

Name of school .....

Place .....

Name of teacher .....

Address of teacher .....

Training of teacher .....

Home Economics Certificate (special, special professional) .....

Total enrolled in grades 9-12 .....

Number of years home economics is taught (grades 9-12) .....

Number of girls enrolled in home economics:

Grade 9 .....

Grade 10 .....

Grade 11 .....

Grade 12 .....

Courses used in home economics (special or state) .....

Entries to be entered (give entry numbers) .....

Number of girls coming to the Home Economics Meet .....

Are you coming with your girls? .....

If not, give name of chaperone .....

Remarks:

